**Elementary Literacy Context for Learning Information**

Use the Context for Learning Information to supply information about your school/classroom context.

**Part 1 - About the School Where You Are Teaching**

1. In what type of school do you teach?

I teach at Farragut Intermediate School, which is located in a suburban part of Knox County. The school has grades third through fifth. I am placed with Mrs. Williams, who is a fifth grade teacher.

**2.** List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

My mentor, Mrs. Williams, has a team teacher named Mrs. Lovegrove. These two teachers often share content and ideas. During Math Mrs. Williams and Mrs Lovegrove exchange select students for appropriate leveled grouping. In addition, Mrs. Williams and Mrs. Lovegrove trade class for Science and Social Studies. Mrs. Lovegrove teaches Science, and Mrs. Williams teaches Social Studies.

**3.** Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

Knox County has adopted the Common Core Standards, but in addition to the standards Knox County requires additional information or concepts to be taught. These additional requirements are found on the Knox County database. Each teacher has access to the information, and each teacher can share information among the grade level. Text required for teaching has a built in pacing plan, but the county removes and adds additional information. The math pacing plan ultimately adds up to a lesson a day, which can make it difficult to complete lessons if students need additional time.

There are three types of standardized test. The tests include TCAP, Discovery Education, and Construction Response Math Test. TCAP is a single test, which is composed of different sections for each subject. Constructive Response Math Test is a single Math test that occurs at the end of the year. Discovery Education covers Math and Reading. This test occurs three times a year. Classroom content and assessment are often impacted by theses test. For example TCAP practice books are an important part preparing for the TCAPs. This time of year my teacher asks students to complete particular portions of the test, and the answers are review daily. In math students have a daily problem, which helps prepare students for the Constructive Response Math Test.

**Part 2 - About the Class Featured in This Assessment**

1. How much time is devoted each day to literacy instruction in your classroom?

My mentor devotes all subject matter to strengthening literacy. Even math content involves reading word problems daily. There is a set hour and a half devoted to literature and grammar, but Mrs. Williams is dedicated to literacy in each subject she teaches. An hour and a half is devoted to math in the morning. Social Studies and Science are an hour and a half in the afternoon. The students alternate days for Science and Social Studies.

1. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

There is grouping for math and reading. The math grouping is not defined by small groups, and is practiced throughout the fifth grade. One team teacher will take the above target or at target students and the other teacher would take the at target or below target students. Mrs. Williams’ students are at or below target in math. This type of grouping allows whole group instruction to be easier for the teacher and the students. Mrs. Williams’ reading groups are chosen by team leaders, which change each grading period. The grouping could be beneficial because the students often work well together; however, these groups may not be the best choice for student growth and achievement. Mrs. Williams does not use grouping in Social Studies, and Mrs. Lovegrove does not use grouping in Science.

1. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

The textbook primarily used for literacy is Treasure, the Tennessee Edition. The publisher is Macmillian and McGraw-Hill, and publication date is 2008. In addition to this text book, students have also completed two novel studies. Additional text sets include: EnVision Math Tennessee Edition, McGraw-Hill Science, Houghton Mifflin Social Studies Tennessee Edition, Houghton Mifflin Social Studies, and Your Health.

1. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

Resources for the classroom include: an electronic whiteboard, a document camera, four computers, an iPad, and an informational text classroom library. On-line resources include Teachers Pay Teachers and Edmodo. Edmodo is a Knox County site where teachers can share resources throughout the county.

**Part 3 - About the Students in the Class Featured in This Assessment**

**1.** Grade level(s): 5th

**2.** Number of: Students in the class: 26

Males: 13 Females: 13

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| **3.** Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.   * English language learners * Gifted students needing greater support or challenge * Students with Individualized Education Programs (IEPs) or 504 plans * Struggling readers * Underperforming students or those with gaps in academic knowledge |

(See examples in the edTPA Handbook on p. 35)

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| **Learning Needs Category** | **Number of Students** | **Supports, Accommodations, Modifications, and/or Pertinent IEP Goals** |
| English Language Learner | One | Accommodation:  Flexible Setting-Small group, Extended Time, Read Aloud Internal Test Items  Goal:  Reading fluency, expression, accuracy, and confidence. |
| Special Education | Two | Accommodation:  Flexible Setting-Small group, Extended Time, Read Aloud Internal Test Items  Goals:  Reading fluency, expression, accuracy, and confidence.  Develop skills necessary to be prepared for future expectations and responsibilities. |